

St Barnabas C of E Primary School, Sport, Health and Exercise Curriculum

Intent

Each Child is Uniquely Created and Loved by God

Our aim at St Barnabas' School is that all children aspire to master a broad range of skills, knowledge and understanding relating to Sport, Exercise and Health. Teaching and learning will focus on the application of fine and gross motor skills and the development of an understanding of how to make informed decisions and lead a healthy lifestyle. Key concepts such as spatial awareness, co-ordination, balance, flexibility, strength, speed, agility, tactical awareness, health, hygiene and the importance of building positive relationships will be developed as children move up the school. Problem solving activities are integrated into all areas of the Sport, Exercise and Health Curriculum and pupils will be actively taught to make choices and manage risk. All St Barnabas' pupils will take part in competitive physical activity, either at intra-class, inter-house or inter-school level. The Sport, Health and Exercise curriculum provides opportunities for pupils to perform fluently and aesthetically and affords pupils with the opportunity to lead and act with agency. Individual and team accomplishments are recognised and celebrated in order to help promote a positive sense of self, based on personal and collective achievement. As part of the Sport, Exercise and Health Curriculum, pupils are taught about the importance of diet, exercise and lifestyle in relation to mental and physical wellbeing. Pupils are encouraged and supported to make positive choices which reflect this understanding.

In order to ensure that pupils gain a deep and broad understanding of Sport, Exercise and Health and are able to make meaningful links across the curriculum, we have identified a number of key concepts that will be focussed upon:

Sport and Competition	Teamwork and Tactics	Control	Movement	Decision Making	Health and Fitness
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EYFS

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary
Gross motor skills	<p>I can move safely.</p> <p>I can stop safely.</p> <p>I am becoming aware of the space around me.</p> <p>I can demonstrate strength, balance and co-ordination when I am playing.</p> <p>I can move in a variety of ways.</p> <p>I can use ride on toys</p>	<p>As part of the <u>Physical Development</u> component of the EYFS framework, pupils will develop their gross motor skills through a variety of opportunities and games. They will have daily access to the inside and outside environments to allow this to happen. The development of gross motor skills will allow pupils to develop their fine motor skills and to access a variety of physical activities as they move further up the school.</p> <p>In Year 1, pupils will build on these skills to further develop their control and co-ordination in larger movements.</p>	<p>Movement</p> <p>Run</p> <p>Walk</p> <p>Jump</p> <p>Climb</p> <p>Skip</p> <p>Hop</p> <p>Dance</p> <p>Stop</p> <p>Space</p> <p>Slow</p> <p>Fast</p> <p>Quick</p> <p>Speed</p> <p>Bike</p> <p>Scooter</p> <p>Pedal</p> <p>Scoot</p>
Fine Motor Skills	<p>I can manipulate a variety small of tools.</p> <p>I can hold a pencil effectively with a dominant hand.</p> <p>I can make marks with a variety of tools.</p> <p>I can begin to show accuracy.</p> <p>I can begin to form recognisable letters.</p>	<p>As part of the <u>Physical Development</u> component of the EYFS framework, pupils will develop their fine motor skills through a variety of opportunities and games. They will have daily access to the inside and outside environments to allow this to happen. The development of fine motor skills will allow pupils to develop accuracy when using a variety of small tools, for example, pencils, paintbrushes and scissors.</p> <p>In Year 1, pupils will build on these skills to further develop their control and accuracy in English, Design and the Arts and Sport, Exercise and Health.</p>	<p>Control</p> <p>Squeeze</p> <p>Pinch</p> <p>Pick up</p> <p>Pens</p> <p>Pencils</p> <p>Paintbrush</p> <p>Scissors</p> <p>Knife</p> <p>Fork</p>

Movement and Games	<p>I can throw and kick in different ways.</p> <p>I can catch a large ball with two hands.</p> <p>I can move and stop safely.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can use equipment safely.</p>	<p>As part of the <u>Physical Development</u> component of the EYFS Framework, pupils will handle equipment and tools effectively and to show good control and co-ordination in large and small movements.</p> <p>In Yr1, pupils will build on these skills and learn to master throwing and catching and moving their bodies with greater precision and purpose- including the beginnings of game-like situations and athletic events. Pupils also learn to strike a ball with a bat. Pupils are taught to repeat actions and skills and use specific equipment safely.</p>	Sport and Competition Score Ball Stick Bat Hoop Bean bag Track Lanes Race Finishing line	Movement Stop Go Move Bounce Throw Catch Push Hit Roll Slow Fast Run Jump Hop Land Roll Spin Step Turn
Balance Activities (Gymnastics, Yoga, BEAM)	<p>I can move my body into a variety of positions.</p> <p>I can control my body when travelling and balancing.</p> <p>I can roll, curl, travel and balance in different ways.</p>	<p>As part of the <u>Physical Development</u> component of the EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space.</p> <p>In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their bodies in order to create balances.</p>	Sport and Competition Gymnastics Control Balance Still Copy Repeat Curl Stretch Still Hold	Movement Roll Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist Swing

Dance	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can move safely in a space.</p>	<p>As part of the <u>Physical Development</u> component of the EYFS Framework, pupils will learn to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. As part of the <u>Expressive Arts and Design</u> component of the EYFS curriculum pupils have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>In Yr1, pupils move to music, copy specific movements and create their own dances. They also develop a deeper understanding of how to move safely.</p>	<p>Sport and Competition</p> <p>Dance</p> <p>Control</p> <p>Copy</p> <p>Repeat</p> <p>Again</p> <p>Movement</p> <p>Routine</p>
Health and Fitness	<p>I can talk about how my body feels during an activity.</p> <p>I can talk about why it is important to stay clean.</p> <p>I can talk about healthy food choices.</p> <p>I can talk about why it is important to look after your teeth.</p>	<p>As part of the <u>Physical Development</u> component of the EYFS Framework, pupils will learn about the importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. As part of the <u>Personal, Social and Emotional</u> component of the EYFS curriculum, pupils will learn how to look after their bodies, including healthy eating, and manage personal needs independently.</p> <p>In Yr1, pupils will explore the physiological changes that occur during exercise and follow single step instructions for how to produce a healthy snack.</p>	<p>Health and Fitness</p> <p>Breathing</p> <p>Heart</p> <p>Chest</p> <p>Faster</p> <p>Slower</p> <p>Hand washing</p> <p>Germes</p> <p>Sick</p> <p>Healthy choices</p> <p>Not so healthy choices</p> <p>Teeth</p> <p>Dentist</p> <p>Clean</p> <p>Dirty</p> <p>Brush</p> <p>Toothbrush</p> <p>Toothpaste</p>

Year 1

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Movement and Games	I can throw underarm.	<p>As part of the Physical Development component of the EYFS Framework, pupils have already learned to handle equipment and tools effectively and to show good control and co-ordination in large and small movements. In Yr1, pupils build on these skills and learn to master throwing and catching and moving their bodies with greater precision and purpose- including the beginnings of game-like situations and athletic events. Pupils also learn to strike a ball with a bat. Pupils are taught to repeat actions and skills and use specific equipment safely. Pupils will build on this understanding in Yr2 when they learn to hit, kick or roll a ball during a game. In Yr2 pupils also learn the skills and tactics required to use these skills in games and game-like situations.</p> <p><u>In Yr1, cross curricular links can be made with the Design and the Arts curriculum in which pupils are challenged to use fine motor skills to develop control and care.</u></p> <p><u>Further cross curricular links can be made with the Outdoor Learning curriculum in which pupils move with precision and purpose in order to play games that explore the natural environment. Further links can be made to the Outdoor Curriculum in which pupils are taught to use equipment safely.</u></p>	Sport and Competition Attack Defend Score Ball Stick Bat Hoop Bean bag Hockey Goal Pitch Athletics track lanes race finishing line Teamwork and Tactics Communicate	Movement Stop Go Move Travel Pass Throw Catch Push Hit Roll Slow Fast Run Jump Hop Land Roll Spin Step Turn Control Balance Accuracy Grip Ready position	Decision Making Better Best Improve Under arm Over arm Speed Health and Fitness Strength Flexibility Warm Up
	I can throw and catch with both hands.				
	I can throw and kick in different ways.				
	I can hit a ball with a bat.				
	I can move and stop safely.				
	I can repeat actions and skills.				
	I can move with control and care.				
	I can use equipment safely.				

Gymnastics	<p>I can make my body curled, tense, stretched and relaxed.</p> <p>I can control my body when travelling and balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll, curl, travel and balance in different ways.</p>	<p>As part of the Physical Development component of the EYFS Framework, pupils have already learned to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils build upon and refine their movement skills. They learn to perform controlled and repeated sets of movements. They also learn how to control their bodies in order to create balances. Pupils will build upon these skills in Yr2 by creating gymnastic sequences involving movement and balance. In Yr2, pupils also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback.</p>	<p>Sport and Competition Gymnastics</p> <p>Control Balance Still Copy Repeat Curl Tense Stretch Relax</p>	<p>Movement Action Roll Sequence Spin Travel Walk Crawl Step Jump Roll Slide Turn Twist Swing Sequence</p>	<p>Health and Fitness Strength Flexibility Warm Up</p>
Dance	<p>I can move to music.</p> <p>I can copy dance moves.</p> <p>I can perform my own dance moves.</p> <p>I can make up a short dance.</p> <p>I can move safely in a space.</p>	<p>As part of the Physical Development component of the EYFS Framework, pupils have already learned to show good control and co-ordination in large and small movements and move confidently in a range of ways, safely negotiating space. In Yr1, pupils move to music, copy specific movements and create their own dances. They also develop a deeper understanding of how to move safely. Pupils build on this learning in Yr2 when they explore how to control the rhythm, speed, level and direction of their movements. In Yr2 they also explore how to link series of movements together and to associate movement with moods and emotions.</p> <p><u>In Yr1, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils are taught to recognising hazards and their associated risks and follow rules and procedures designed to keep them safe.</u></p>	<p>Sport and Competition Dance</p> <p>Control Copy Repeat</p>	<p>Movement Routine</p> <p>Decision Making Creativity Safe Space</p>	<p>Health and Fitness Strength Flexibility Warm Up</p>

Health and Fitness	<p>I can talk about how my body feels during an activity.</p> <p>I can follow a series of single step instructions to prepare a healthy snack</p>	<p>As part of the Physical Development and Personal Social and Emotional Development components of the EYFS Framework, pupils will learn the importance of physical exercise and a healthy diet and will be able to talk about ways to keep healthy and safe. They will be able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. In Yr1, pupils explore the physiological changes that occur during exercise and follow single step instructions for how to produce a healthy snack. In Yr2, pupils will build on this learning when they explore how to exercise safely and learn how to use a recipe to make a healthy snack.</p> <p><u>In Yr1, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to identify, name, draw and label the basic parts of the human body.</u></p> <p><u>Further cross curricular links can be made with the Wellbeing Curriculum in which pupils talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings</u></p>	Decision Making Choice Healthy choices Unhealthy choices	Health and Fitness warm up breathing heart chest muscles healthy diet balanced diet	
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Year 2

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Games	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can decide the best space to be in during a game.</p> <p>I can use a tactic in a game.</p> <p>I can follow rules.</p>	<p>In Yr1, pupils learn how to master throwing and catching and moving their bodies with a degree of precision and purpose. Pupils also learn how to strike a ball with a bat. In Yr2, pupils build on this learning by using hitting, kicking and/or rolling in a game or game-like situation. They are taught, or learn, specific tactics that can improve their chances of success and learn how to follow the rules of a variety of games. Pupils build upon this learning In Yr3 when they learn to throw and catch with increased precision and for a specific purpose. In Yr3, pupils will also build upon their tactical awareness and consider how their positioning can support the success of their teammates. In Yr3 pupils will also gain an understanding of how rules need to be applied fairly and the role that a referee or umpire play in this process.</p> <p><u>In Yr2, cross curricular links can be made to the Outdoor Learning Curriculum in which pupils are challenged to invent, play and lead their own outdoor games.</u></p>	<p>Sport and Competition</p> <p>Attack</p> <p>Defend</p> <p>Score</p> <p>Runs</p> <p>Football</p> <p>Hockey</p> <p>Netball</p> <p>Rugby</p> <p>Cricket</p> <p>Ball</p> <p>Stick</p> <p>Bat</p> <p>Hoop</p> <p>Goal</p> <p>Net</p> <p>Tag Belt</p> <p>Invasion</p> <p>Pitch</p> <p>Court</p> <p>Rules</p> <p>Batter</p> <p>Bowler</p> <p>Fielder</p> <p>Teamwork and Tactics</p> <p>Communicate</p> <p>Marking</p> <p>Pass and Move</p> <p>Possession</p> <p>Support</p>	<p>Control</p> <p>Balance</p> <p>Accuracy</p> <p>Copy</p> <p>Repeat</p> <p>Grip</p> <p>Ready position</p> <p>Stance</p> <p>Movement</p> <p>Pass</p> <p>Throw</p> <p>Release</p> <p>Catch</p> <p>Receive</p> <p>Field</p> <p>Push</p> <p>Hit</p> <p>Strike</p> <p>Roll</p> <p>Run</p> <p>Jump</p> <p>Land</p> <p>Pivot</p> <p>Step</p> <p>Turn</p> <p>Dodge</p> <p>Dribble</p> <p>Shoot</p> <p>Tackle</p> <p>Tag</p>	<p>Decision Making</p> <p>Under arm</p> <p>Over arm</p> <p>Pass Selection</p> <p>Chest Pass</p> <p>Bounce Pass</p> <p>Shoulder Pass</p> <p>Overhead pass</p> <p>Rugby Pass</p> <p>Pop Pass</p> <p>Grubber Pass</p> <p>Push Pass</p> <p>Health and Fitness</p> <p>Strength</p> <p>Flexibility</p> <p>Warm Up</p> <p>Cool-down</p>

Gymnastics	<p>I can plan and perform a sequence of movements.</p> <p>I can improve my sequence based on feedback.</p> <p>I can think of more than one way to create a sequence which follows some 'rules'.</p> <p>I can work on my own and with a partner.</p>	<p>In Yr1, pupils learn how to refine their movement skills and perform controlled and repeated sets of movements. They also learn how to control their bodies in order to create balances. In Yr2, pupils learn how to creating gymnastic sequences involving movement and balance. They also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback. Pupils will build upon this learning in Yr3 when they learn to adapt sequences to suit different types of apparatus and criteria. They are also taught how to reflect upon and compare the effectiveness of routines- considering how strength and suppleness affect performance.</p> <p><u>In Yr2, cross curricular links can be made with the Evaluation component of the Design and the Arts curriculum in which pupils are taught to recognise, describe and evaluate key features of their own work and the work of others.</u></p>	<p>Sport and Competition</p> <p>Gymnastics</p> <p>Apparatus</p> <p>Control</p> <p>Balance</p> <p>Strength</p> <p>Flexibility</p> <p>Points of Contact</p> <p>Copy</p> <p>Repeat</p> <p>Curl</p> <p>Tense</p> <p>Stretch</p> <p>Relax</p>	<p>Movement</p> <p>Action</p> <p>Roll</p> <p>Sequence</p> <p>Spin</p> <p>Travel</p> <p>Walk</p> <p>Step</p> <p>Jump</p> <p>Slide</p> <p>Turn</p> <p>Twist</p> <p>Swing</p> <p>Star</p> <p>Tuck</p> <p>Sequence</p>	<p>Decision Making</p> <p>Safe</p> <p>Risk</p> <p>Space</p> <p>Level</p> <p>Speed</p> <p>Shape</p> <p>Health and Fitness</p> <p>Strength</p> <p>Flexibility</p> <p>Warm Up</p> <p>Cool-down</p>
Dance	<p>I can change rhythm, speed, level and direction in my dance.</p> <p>I can dance with control and coordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can use dance to show a mood or feeling.</p>	<p>In Yr1, pupils learn to move to music, copy specific movements and create their own dances. They also develop an understanding of how to move safely. In Yr2, pupils explore how to control the rhythm, speed, level and direction of their movements. They also explore how to link series of movements together and to associate movement with moods and emotions. Pupils will build upon this understanding in Yr3 when they learn to improvise freely and translate ideas from a stimulus into movement. They will also learn how to remember, repeat and perform actions and work alongside a partner or small group.</p>	<p>Sport and Competition</p> <p>Dance</p> <p>Control</p> <p>Copy</p> <p>Repeat</p> <p>Extension</p> <p>Coordination</p> <p>Freeze Frame</p> <p>Consistency</p>	<p>Movement</p> <p>Step</p> <p>Routine</p> <p>Gesture</p> <p>Decision Making</p> <p>Level</p> <p>Speed</p> <p>Rhythm</p> <p>Creativity</p> <p>Safe</p> <p>Space</p> <p>Mood</p> <p>Feeling</p> <p>Count/Set</p>	<p>Health and Fitness</p> <p>Strength</p> <p>Flexibility</p> <p>Fitness</p> <p>Warm Up</p> <p>Cool-down</p>

Movement Athletics	<p>I can copy and remember actions.</p> <p>I can talk about what is different from what I did and what someone else did.</p>	<p>In Yr1, pupils learned to copy and repeat actions and skills with increased control and care. They were also taught how to use specific equipment effectively and safely. Now pupils are taught to remember specific movements and reflect upon their fluency. Pupils will build on these skills in Yr3 when they practise running at different speeds and changing speed and direction. They will also learn to take part in a running relay.</p> <p><u>In Yr2, cross curricular links can be made with the Evaluation component of the Design and the Arts curriculum in which pupils are taught to recognise, describe and evaluate key features of their own work and the work of others.</u></p>	Sport and Competition Athletics Javelin Shotput Track Race Field Finishing line Lanes	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Movement Run Sprint Jump Throw Push Release Power	Decision Making Safe Risk Space Health and Fitness Exercise Training Muscular strength Short term effect Long term effect
Health and Exercise	<p>I can talk about how to exercise safely, and how my body feel during an activity.</p> <p>I can follow a simple recipe, with the support of an adult, to prepare a healthy snack.</p>	<p>In Year 1, pupils learned to explore the physiological changes that occur during exercise and how to follow single step instructions for how to produce a healthy snack. In Yr2, pupils explore how to exercise safely and learn how to use a recipe to make a healthy snack. Pupils will build upon this understanding in Yr3 when they learn why warming up before an activity is important. Pupils learn to independently follow a recipe to prepare a healthy snack and develop a better understanding of how to eat a balanced diet.</p> <p><u>In Yr2, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught describe the basic needs of animals, including humans, for survival (water, food and air) and to describe the importance for humans of exercise and eating the right amounts of different types of food.</u></p>	Decision Making Choice Healthy choices Unhealthy choices Space Safe	Health and Fitness Exercise Training Muscular strength Warm up Breathing Heart Chest Muscles Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Short term effect Long term effect Warm-up Cool-down	

Year 3

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Games	<p>I can throw and catch with control.</p> <p>I am aware of space and can use it to support team-mates and to cause problems for the opposition.</p> <p>I know and can use rules fairly.</p>	<p>In Yr2, pupils learn how to use hitting, kicking and/or rolling in a game or game-like situation. They are taught, or learn, specific tactics that can improve their chances of success and learn how to follow the rules of a variety of games. In Yr3, pupils learn to throw and catch with increased precision and for a specific purpose. Pupils also build upon their tactical awareness and consider how their positioning can support the success of their teammates. Pupils also gain an understanding of how rules need to be applied fairly and the role that a referee or umpire play in this process. Pupils build upon this understanding in Yr4 when they learn to throw, catch and hit a ball with greater accuracy and catch with one hand. In Yr4 pupils will also learn to develop their tactical awareness by adapting skills depending on the context of the game.</p> <p><u>In Yr3, cross curricular links can be made with the Outdoor Learning Curriculum in which pupils create their own games designed to explore the natural environment.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore forces that require contact between two objects. Pupils can explore how force is required to throw and catch a ball.</u></p>	Sport and Competition Invasion Striking and fielding Football Hockey Netball Rugby Tag Belt Try Cricket Batter Bowler Fielder Fielding Stumps Wicket Run(s) Out/dismissed Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in Free hit Foot foul Handball Footwork Obstruction	Teamwork and Tactics Communicate Strategy Marking Pass and Move Possession Width Scanning Depth Support Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl Agility Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Intercept Short Barrier Long Barrier Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training Muscular strength Short term effect Long term effect

Gymnastics	<p>I can adapt sequences to suit different types of apparatus and criteria.</p> <p>I can explain how strength and suppleness affect performance.</p> <p>I can compare and contrast gymnastic sequences.</p>	<p>In Yr2, pupils learn how to create gymnastic sequences involving movement and balance. They also learn to complete gymnastic routines alongside a partner and reflect upon and respond to feedback. In Yr2, pupils learn to adapt sequences to suit different types of apparatus and criteria. They are also taught how to reflect upon and compare the effectiveness of routines- considering how strength and suppleness affect performance. Pupils build upon this understanding in Yr4 when the learn to include a change of speed and direction and a range of shapes to create more controlled performances. Pupils will also learn to create, repeat and improve a sequence with at least three phases.</p> <p><u>In Yr3, Cross curricular links can be made with the Evaluation component of the Deign and the Arts curriculum in which pupils reflect upon their own work in order to improve it and use increasingly sophisticated language to do so.</u></p> <p><u>Further cross curricular links can be made with the Science and Computing curriculum in which pupils learn about the role that skeletons and muscles play in the support, protection and movement of the human body.</u></p>	<p>Sport and Competition Gymnastics Apparatus</p> <p>Control Balance Strength Flexibility Extension Points of Contact Still Freeze Frame Copy Repeat Curl Tense Stretch Relax</p>	<p>Movement Action Roll Sequence Spin Travel Step Gesture Twist Pin Tuck Swing Star Tuck Sequence</p>	<p>Decision Making Safe Risk Space Trigger Transition Linking Unison Matching Mirroring Level Speed Shape</p> <p>Health and Fitness Strength Flexibility Warm Up Cool-down</p>
	<p>I can improvise freely and translate ideas from a stimulus into movement.</p> <p>I can share and create phrases with a partner and small group.</p> <p>I can repeat, remember and perform phrases.</p>	<p>In Yr2, pupils explore how to control the rhythm, speed, level and direction of their movements. They also explore how to link series of movements together and to associate movement with moods and emotions. In Yr3, pupils learn to improvise freely and translate ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. Pupils will build upon this learning in Year 4 when they learn to take the lead when working with a partner or group. They will also develop their ability to use dance to communicate an idea.</p>	<p>Sport and Competition Dance</p> <p>Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency</p>	<p>Movement Step Routine Gesture Movement- Memory Transfer of Weight</p>	<p>Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan</p> <p>Health and Fitness Strength Flexibility Fitness Warm Up Cool-down</p>

Movement Athletics	<p>I can run at fast, medium and slow speeds; changing speed and direction.</p> <p>I can take part in a relay, remembering when to run and what to do.</p>	<p>In Yr2, pupils are taught to remember specific movements and reflect upon their fluency. In Yr3 they practise running at different speeds and changing speed and direction. They also learn to take part in a running relay. Pupils will build upon this understanding in Yr4 when they learn how to run at an appropriate pace over a specific distance. They will also learn to throw and jump in new and different ways.</p> <p><u>In Yr3, cross curricular links can be made with the Science and Computing curriculum in which pupils learn about the role that skeletons and muscles play in the support, protection and movement of the human body. Further cross curricular links can be made with the Science and Computing curriculum in which pupils explore forces that require contact between two objects. Pupils can explore how force is required to start, stop and change the direction of the human body.</u></p>	Sport and Competition Athletics Cross Country Javelin Shotput Track Race Field Relay Baton Relay Changeover Hurdles	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Pacing Movement Run Sprint Jump Throw Push Release Power Acceleration Reaction time Endurance Agility	Decision Making Safe Risk Space Pacing Health and Fitness Exercise Training Muscular strength Muscular endurance Short term effect Long term effect
Swimming					
Health and Exercise	<p>I can give reasons why warming up before an activity is important.</p> <p>I can independently follow a recipe to prepare a healthy snack.</p> <p>I can identify food which, if consumed in excess, are unhealthy.</p>	<p>In Yr2, pupils explore how to exercise safely and learn how to use a recipe to make a healthy snack. In Yr3, pupils learn why warming up before an activity is important. Pupils also learn how to independently follow a recipe to prepare a healthy snack and develop a better understanding of how to eat a balanced diet. Pupils build upon this understanding in Yr4 when they learn to describe the short-term physiological effects exercise has on my body. Pupils will also learn about different food groups and the importance of eating a balanced diet. Pupils will use and apply this understanding when planning/preparing a meal that includes a variety of food groups.</p>	Decision Making Choice Healthy choices Unhealthy choices	Health and Fitness warm up Cool-down Short term effect Long term effect Breathing Heart Heart rate Blood Oxygen Lungs Injury Recovery Muscles Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Hydration	

Year 4

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Games	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately with control.</p> <p>I can keep possession of the ball.</p> <p>I can vary tactics and adapt skills depending on what is happening in a game.</p>	<p>In Yr3, pupils learn to throw and catch with increased precision and for a specific purpose. Pupils also build upon their tactical awareness and consider how their positioning can support the success of their teammates. Pupils also gained an understanding of how rules need to be applied fairly and the role that a referee or umpire play in this process. In Yr4, pupils learn to throw, catch and hit a ball with greater accuracy and catch with one hand. Pupils also learn to develop their tactical awareness by adapting skills depending on the context of the game. Pupils will build upon this understanding in Yr5 when they learn strategies for gaining possession by working a team. They will also develop a variety of strategies for passing, dribbling and shooting. Pupils will develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils will develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending.</p> <p><u>In Yr4, cross curricular links can be made with the Outdoor Learning curriculum in which pupils will be challenged to use and apply tactics when performing in their own games designed to explore the natural environment.</u></p>	Sport and Competition Invasion Striking and fielding Batter Bowler Fielder Fielding Stumps Wicket Run(s) Out/dismissed Over Innings Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in free hit foot foul handball footwork Obstruction wide no ball forward pass knock-on in-touch	Teamwork and Tactics Communicate Strategy Pressure Cover Marking Pass and Move Possession Width Scanning Depth Support	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Intercept Short Barrier Long Barrier
			Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance	Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl Agility Transfer of weight	Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training Muscular strength Short term effect Long term effect

Gymnastics	<p>I can work in a controlled way.</p> <p>I can include a change of speed and direction.</p> <p>I can include a range of shapes.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases.</p>	<p>In Yr3, pupils learn to adapt sequences to suit different types of apparatus and criteria. They are also taught how to reflect upon and compare the effectiveness of routines- considering how strength and suppleness affect performance. Now pupils learn to include a change of speed and direction and a range of shapes to create more controlled performances. Pupils also learn to create, repeat and improve a sequence with at least three phases. Pupils build on this understanding in Yr5 when they learn to combine action, balance and shape to create complex extended sequences. Pupils will also learn to perform their routines with greater consistency.</p> <p><u>In Yr4, cross curricular links can be made with the Evaluation component of the Design and the Arts curriculum in which pupils are taught to critically evaluate their own work and the work of others and use this information to improve their own work.</u></p>	<p>Sport and Competition Gymnastics Apparatus</p> <p>Control Flexibility Extension Curl Tense Stretch Relax Fluency</p>	<p>Movement Action Roll Sequence Spin Travel Step Gesture Twist Wheeling Star Pin Tuck Swing Star Tuck Flight Sequence</p>	<p>Decision Making Safe Risk Space Trigger Transition Linking Unison Matching Mirroring Level Speed Shape</p> <p>Health and Fitness Strength Flexibility Warm Up Cool-down</p>
Dance	<p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p>	<p>In Yr3, pupils learn to improvise freely and translate ideas from a stimulus into movement. They also learn how to remember, repeat and perform actions and work alongside a partner or small group. In Yr4, they learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Pupils will develop this knowledge even further in Yr5 when they learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also perform dances to a musical accompaniment.</p>	<p>Sport and Competition Dance</p> <p>Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat Rhythm</p>	<p>Movement Step Routine Gesture Movement- Memory Transfer of Weight</p> <p>Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan</p>	<p>Health and Fitness Strength Flexibility Fitness Warm Up Cool-down</p>

Movement Athletics	I can run over a long distance.	In Yr3, pupils practise running at different speeds and changing speed and direction. They also learn to take part in a running relay. In Yr4, pupils learn how to run at an appropriate pace over a specific distance. They also learn to throw and jump in new and different ways. Pupils will build on this learning in Yr5 when they learn to combine running and jumping and jump using a controlled take-off and landing. They will also learn to throw with increased accuracy.	Sport and Competition Athletics Cross Country Javelin Shotput Long jump Standing long jump Speed Bounce Triple jump High jump Track Race Field Relay Baton Relay Changeover Hurdles	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Pacing Movement Run Sprint Jog Jump Throw Push Release Power Acceleration Deceleration Reaction time Endurance Agility	Decision Making Safe Risk Space Pacing Health and Fitness Exercise Training Muscular strength Muscular endurance Short term effect Long term effect
	I can sprint over a short distance.				
	I can throw in different ways.				
	I can hit a target.				
	I can jump in different ways.				

Swimming					
Health and Exercise	<p>I can describe the short-term physiological effects exercise has on my body.</p> <p>I can understand the concept of a balanced diet.</p> <p>I can understand how diet affects my health and can identify examples of different food groups.</p> <p>I can plan/prepare a meal that includes a variety of food groups.</p>	<p>In Yr3, pupils learn why warming up before an activity is important. Pupils also learn how to independently follow a recipe to prepare a healthy snack and develop a better understanding of how to eat a balanced diet. In Yr4, pupils learn to describe the short-term physiological effects exercise has on their bodies. Pupils will also learn about different food groups and the importance of eating a balanced diet. Pupils will use and apply this understanding when planning/preparing a meal that includes a variety of food groups. Pupils will build on this learning in Yr5 when they learn to describe the long-term physiological effects that regular, safe exercise has on their body. They will also learn to consider how the body reacts during different types of exercise, and learn to warm up and cool down in ways that suit the activity. They will also learn to name all the major food groups and learn to explain the short and long-term physiological effects of eating a balanced diet.</p> <p><u>In Yr4, cross curricular links can be made with the Science and Computing curriculum in which pupils are taught to describe the simple functions of the basic parts of the digestive system in humans and to identify the different types of teeth in humans and their simple functions.</u></p> <p><u>Further cross curricular links can be made to the Wellbeing Curriculum in which pupils explain how and why it is important to look after themselves.</u></p>	<p>Health and Fitness</p> <p>warm up</p> <p>Cool-down</p> <p>Short term effect</p> <p>Long term effect</p> <p>breathing</p> <p>Heart</p> <p>Heart rate</p> <p>Blood</p> <p>Oxygen</p> <p>Carbon dioxide</p> <p>Lungs</p> <p>Recovery</p> <p>Injury</p> <p>Muscles</p> <p>Healthy</p> <p>Diet</p> <p>Balanced diet</p> <p>Carbohydrates</p> <p>Protein</p> <p>Fruit and Vegetables</p> <p>Dairy</p> <p>Fats</p> <p>Hydration</p> <p>Dehydration</p>	<p>Decision Making</p> <p>Choice</p> <p>Healthy choices</p> <p>Unhealthy choices</p>	

Year 5

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Games	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can use forehand and backhand with a racket.</p> <p>I can field.</p> <p>I choose a tactic for defending and attacking.</p> <p>I use a number of techniques to pass, dribble and shoot.</p>	<p>In Yr4 pupils learn to throw, catch and hit a ball with a high degree of accuracy and catch with one hand. Pupils also learn to develop their tactical awareness by adapting skills depending on the context of the game. In Yr5, pupils learn strategies for gaining possession by working as a team. They also develop a variety of strategies for passing, dribbling and shooting. Pupils also develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending. These skills will be built upon in Yr6 when pupils learn to set up and lead games with greater independence. Pupils will learn to explain and stick to agreed rules. Pupils will learn how to make a team, communicate a plan and lead others in a game like situation.</p>	Sport and Competition Over Innings Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in Free hit Foot foul Handball Back-pass Footwork Travelling Obstruction Wide No ball Forward pass Knock-on In-touch	Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Intercept Short Barrier Long Barrier
			Teamwork and Tactics Communicate Strategy Pressure Cover Marking Pass and Move Possession Width Scanning Depth Support Penetration Delay	Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl Agility Transfer of weight	Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training Muscular strength Short term effect Long term effect

Gymnastics	<p>I can make complex extended sequences.</p> <p>I can combine action, balance and shape.</p> <p>I can perform consistently to different audiences.</p>	<p>In Yr4 pupils learn to include a change of speed and direction and a range of shapes to create controlled performances. Pupils also learn to create, repeat and improve a sequence with at least three phases. In Yr5, pupils learn to combine action, balance and shape to create complex extended sequences. Pupils also learn to perform their routines with greater consistency. Pupils build upon this learning in Yr6 when they learn to combine their own work with that of others and sequences routines to specific timings.</p>	<p>Sport and Competition Gymnastics Apparatus</p> <p>Control Flexibility Extension Curl Tense Stretch Relax Fluency</p>	<p>Movement Action Roll Sequence Spin Travel Step Gesture Twist Wheeling Star Pin Tuck Swing Star Tuck Flight Sequence</p>	<p>Decision Making Safe Risk Space Trigger Transition Linking Cannon Unison Matching Mirroring Level Speed Shape</p> <p>Health and Fitness Strength Flexibility Warm Up Cool-down</p>
Dance	<p>I can compose my own dances in a creative way.</p> <p>I can perform to an accompaniment.</p> <p>My dance shows clarity, fluency, accuracy and consistency.</p>	<p>In Yr4 pupils learn to take the lead when working with a partner or group. They also develop their ability to use dance to communicate an idea. Now pupils learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also perform dances to a musical accompaniment. Pupils will build upon this learning in Yr6 when pupils learn to make personal choices relating to the style of their dance and the music that accompanies it.</p> <p><u>In Yr5, cross curricular links can be made with the Making Music component of the Design and the Arts curriculum in which pupils are challenged to play and perform in solo and ensemble contexts.</u></p>	<p>Sport and Competition Dance</p> <p>Control Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat Rhythm Clarity Accuracy Consistency</p>	<p>Decision Making Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan</p> <p>Movement Step Routine Gesture Movement-Memory Transfer of Weight</p>	<p>Health and Fitness Strength Flexibility Fitness Warm Up Cool-down</p>

Movement Athletics	<p>I am controlled when taking off and landing.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p>	<p>In Yr4 pupils learn how to run at an appropriate pace over a specific distance. They also learn to throw and jump in new and different ways. In Yr5, pupils learn to combine running and jumping and jump using a controlled take-off and landing. They also learn to throw with increased accuracy. Pupils will build upon this learning in Yr6 when they learn to demonstrate pacing and stamina.</p>	Sport and Competition Athletics Cross Country Javelin Shotput Long jump Standing long jump Speed Bounce Triple jump High jump Run-up Track Race Field Relay Baton Relay Changeover Hurdles	Control Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Pacing Landing Movement Run Sprint Jog Jump Throw Push Release Power Landing Acceleration Deceleration Reaction time Endurance Agility	Decision Making Safe Risk Space Pacing Health and Fitness Exercise Training Muscular strength Muscular endurance Short term effect Long term effect
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Health and Exercise	<p>I can describe the long-term physiological effects that regular, safe exercise has on my body.</p> <p>I can explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity</p> <p>I can name and identify the different food groups.</p> <p>I understand and can explain the short and long term physiological effects of eating a balanced diet.</p>	<p>In Yr4, pupils learn to describe the short-term physiological effects exercise has on their bodies. Pupils also learn about different food groups and the importance of eating a balanced diet. Pupils use and apply this understanding when planning/preparing a meal that includes a variety of food groups. In Yr5, pupils learn to describe the long-term physiological effects that regular, safe exercise has on their body. They also learn to consider how the body reacts during different types of exercise, and learn to warm up and cool down in ways that suit the activity. They also learn to name all the major food groups and learn to explain the short and long-term physiological effects of eating a balanced diet. Pupils will build upon this understanding in Yr6 when they learn how to prepare for, and recover from, physical activities and how different types of exercise contribute to their fitness and health. Pupils will also learn to interpret the nutritional information on food packaging and make informed judgments on how it fits into a balanced diet. Pupils plan/prepare a meal plan that provides a balanced diet over a period of time.</p> <p><u>In Yr5, cross curricular links can be made with the Wellbeing Curriculum in which pupils give examples of ways in which keeping healthy physically and spiritually will help their mental health.</u></p>	Decision Making Choice Healthy choices Unhealthy choices	Health and Fitness warm up Cool-down Short term effect Long term effect breathing Heart Heart rate Blood Oxygen Carbon dioxide Lungs Recovery Injury Muscles Training Flexibility Cardiovascular fitness Muscular strength Muscular endurance Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Hydration Dehydration	
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Year 6

Curriculum Area	Coverage	Curriculum Progression and Linkage	Key Concepts and Vocabulary		
Games	I can play to agreed rules.	<p>In Yr5, pupils learn strategies for gaining possession by working as a team. They also develop a variety of strategies for passing, dribbling and shooting. Pupils also develop sporting specific skills such as using a forehand and backhand stroke in tennis and fielding in cricket/rounders. Pupils develop tactical awareness for a range of games and distinguish between the tactics required for attacking and defending. In Yr6, pupils learn to set up and lead games with greater independence. Pupils learn to explain and stick to agreed rules. Pupils learn how to make a team, communicate a plan and lead others in a game like situation. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Outdoor Learning curriculum in which pupils take responsibility for planning, resourcing and running outdoor learning sessions. This will involve leading others in game-like situations.</u></p>	Sport and Competition Over Innings Rules Referee Umpire Re-start Throw-in Corner Goal kick Centre Side-in/hit-in/push-in Free hit Foot foul Handball Back-pass Footwork Travelling Obstruction wide No ball Forward pass Knock-on In-touch	Control Balance Strength Consistency Accuracy Copy Repeat Grip Ready position Stance	Decision Making Under arm Over arm Pass Selection Chest Pass Bounce Pass Shoulder Pass Overhead pass Rugby Pass Pop Pass Grubber Pass Push Pass Slap Pass Block tackle Jab tackle Intercept Short Barrier Long Barrier
	I can explain rules to others. I can referee/umpire. I can make a team and communicate a plan. I can lead others in a game situation.		Teamwork and Tactics Communicate Strategy Pressure Cover Marking Pass and Move Possession Width Scanning Depth Support Penetration Delay	Movement Release Receive Trap Field Push Strike Pivot Dodge Dribble Shoot Tackle Tag Backlit Follow through Strike Bowl Agility Transfer of weight	Health and Fitness Strength Flexibility Warm Up Cool-down Fitness Exercise Training Muscular strength Short term effect Long term effect

Gymnastics	<p>I can combine my own work with that of others.</p> <p>I can sequence routines to specific timings.</p>	<p>In Yr5, pupils learn to combine action, balance and shape to create complex extended sequences. Pupils also learn to perform their routines with greater consistency. In Yr6, pupils learn to combine their own work with that of others and sequences routines to specific timings. Pupils will build upon this learning in KS3.</p>	<p>Sport and Competition</p> <p>Gymnastics Apparatus</p> <p>Control</p> <p>Flexibility Extension Curl Tense Stretch Relax Fluency</p>	<p>Movement</p> <p>Action Roll Sequence Spin Travel Step Gesture Twist Wheeling Star Pin Tuck Swing Star Tuck Flight Sequence</p>	<p>Decision Making</p> <p>Safe Risk Space Trigger Transition Linking Cannon Unison Matching Mirroring Level Speed Shape</p> <p>Health and Fitness</p> <p>Strength Flexibility Warm Up Cool-down</p>
Dance	<p>I can develop sequences in a specific style.</p> <p>I can choose my own music and style.</p>	<p>In Yr5, pupils learn to perform their own compositions which demonstrate clarity, fluency, accuracy and consistency. They also perform dances to a musical accompaniment. Now pupils learn to make personal choices relating to the style of their dance and the music that accompanies it. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Making Music component of the Design and the Arts curriculum in which pupils are challenged to improvise and compose music for a range of purposes using the inter-related dimensions of music.</u></p>	<p>Sport and Competition</p> <p>Dance</p> <p>Control</p> <p>Copy Repeat Balance Flexibility Strength Extension Points of Contact Coordination Still Freeze Frame Consistency Beat Rhythm Clarity Accuracy Consistency</p>	<p>Movement</p> <p>Step Routine Gesture Movement-Memory Transfer of Weight</p> <p>Decision Making</p> <p>Creativity Safe Space Trigger Unison Matching Mirroring Count/Set Aim Story Telling Plan Contemporary Dance Ballet Street Dance Ballroom Latin Dance Tap Dance</p>	<p>Health and Fitness</p> <p>Strength Flexibility Fitness Warm Up Cool-down</p>

Movement Athletics	<p>I can demonstrate pacing and stamina.</p>	<p>In Yr5, pupils learn to combine running and jumping and jump using a controlled take-off and landing. They also learn to throw with increased accuracy. In Yr6, pupils learn to demonstrate pacing and stamina. Pupils will build upon this learning in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Science and Computing curriculum in which pupils identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</u></p>	<p>Sport and Competition</p> <p>Athletics Cross Country Javelin Shotput Long jump Standing long jump Speed Bounce Triple jump High jump Run-up Track Sprint Middle distance Long Distance Race Field Relay Baton Relay Changeover Hurdles</p>	<p>Control</p> <p>Balance Strength Extension Coordination Consistency Copy Repeat Grip Ready Position Stance Pacing Landing</p> <p>Movement</p> <p>Run Sprint Jog Jump Throw Push Release Power Landing Acceleration Deceleration Reaction time Endurance Agility</p>	<p>Decision Making</p> <p>Safe Risk Space Pacing</p> <p>Health and Fitness</p> <p>Exercise Training Muscular strength Muscular endurance Stamina Short term effect Long term effect</p>
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Health and Exercise	<p>I can explain how to prepare for, and recover from, physical activities.</p> <p>I can explain how different types of exercise contribute to my fitness and health.</p> <p>I can interpret the nutritional information on food packaging and make informed judgments on how it fits into a balanced diet.</p> <p>I can plan/prepare a meal plan that provides a balanced diet over a period of time.</p>	<p>In Yr5 pupils learn to describe the long-term physiological effects that regular, safe exercise has on their body. They also learn to consider how the body reacts during different types of exercise, and learn to warm up and cool down in ways that suit the activity. They learn to name all the major food groups and learn to explain the short and long-term physiological effects of eating a balanced diet. In Yr6, pupils learn how to prepare for, and recover from, physical activities and how different types of exercise contribute to their fitness and health. Pupils also learn to interpret the nutritional information on food packaging and make informed judgments on how it fits into a balanced diet. Pupils plan/prepare a meal plan that provides a balanced diet over a period of time. Pupils will build upon this information in KS3.</p> <p><u>In Yr6, cross curricular links can be made with the Science and Computing curriculum in which pupils identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Further cross curricular links can be made when pupils are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function and to describe the ways in which nutrients and water are transported within the human body.</u></p>	Decision Making Choice Healthy choices Unhealthy choices	Health and Fitness warm up Cool-down Short term effect Long term effect breathing Heart Heart rate Blood Oxygen Carbon dioxide Lungs Recovery Injury Muscles Training Flexibility Cardiovascular fitness Muscular strength Muscular endurance Healthy Diet Balanced diet Carbohydrates Protein Fruit and Vegetables Dairy Fats Hydration Dehydration	
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